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The JOURNAL of EDUCATION

Twice a Month for Better Schools

OCTOBER 15, 1934

Big Gains from *Postponed* Reading

JENNIE LLOYD THOMSON

A Plan to Relieve "George" — A. E. CONDON
When We Really Teach English — DANIEL P. EGINTON
The Challenge of the New Era — JASPER T. PALMER
How Much Home Study? — GARRY C. MYERS

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610 NORTH KINGSHIGHWAY
St, Louis, Mo.

The JOURNAL of EDUCATION

Twice a Month for Better Schools

FOUNDED 1875. EDITED FROM 1886 TO 1933 BY A. E. WINSHIP.

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OFFICE OF PUBLICATION: Six Park Street, Boston, Mass.

New York Representative: ANGUS ADLEY
700 Eighth Avenue (LAckawanna 4-1400), New York City.

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THE JOURNAL OF EDUCATION is published the first and third Mondays in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a year: Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are listed in **Education Index.**

The Editors Say...

An article entitled "Chronological Age Does Count," which appeared in our issue of December 5, 1932, attracted wide attention. The writer of that article, Miss Jennie Lloyd Thomson, has since tested her discoveries in the particular field of reading; and, in a carefully conducted experiment, has observed results of startling significance. Miss Thomson reports her latest findings under the caption, "Big Gains from *Postponed* Reading." A turn of this leaf brings you to it.

•

Of special interest because of its ingenuity is the "Plan to Relieve 'George'" which is described in the article of that name on page 450. The device proposed by Superintendent Condon is intended not only to provide an effective set-up for a State Board of Education, but also to create a responsible body of citizens to safeguard and promote education. This proposal, which is up for discussion and possible legislative enactment in the Hoosier State, holds suggestions worthy of study by other states also.

•

No. 4 Treasure Hunt

On your marks again, ye solvers—ready for another of those Treasure Hunts! This time the cluster of words, to be found in some advertisement in this issue, is made up of these letters:—

gentesbmejrtusitaitecnrt

A four months' subscription to the JOURNAL OF EDUCATION for the first correct answer mailed from your state. Here are the rules: Give the correct words, and the advertisement in which they appear. Mail your solution not later than October 31. After two successful attempts, please be a good sport and assign your hoped-for award to a friend. Address Journal of Education's Treasure Hunt, Six Park Street, Boston.

No. 2 was apparently difficult. Only a few got it. Answer was: "Prepared in the classroom," page 405 of September 17 issue.

No. 3 is coming better.

•

Our Short Story Contest is open for entries until December 15. Read conditions on third cover page for October 1.

A good book is the best of friends

—Martin Farquhar Tupper

In our well-known and popular Supplementary Reading List of over 300 titles are many books that have won the lasting affection of the boys and girls of this country. In fact, the affection of their fathers and mothers, too! For a really good book is ageless. That is why, year after year, decade after decade, schools continue to order generous supplies of some of our Supplementary Readers that were on our List when this century came in. Since that time we have published scores of interesting, instructive, and widely popular books for reading.

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Ellingwood: Betty June and Her Friends	.56
Huber: Skags, the Milk Horse	$0.52
Cinder, the Cat	.56
Johnson: Jean and Jerry's Vacation	.68
McElroy and Younge: Tatters	.36
Toby Chipmunk	.52
Peattie: Rambles in Europe	.72
Pickard and Simpson: John and Jean	.48
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Robin and Jean in France	.72
Robin and Jean in Italy	.72

Among the 300 and more titles on our Supplementary List are books for every grade from the first to the eighth, grouped under such appealing headings as "Famous Stories and Literature," "Fairy Tales and Stories," "Dramatic Stories," "Geographical and Commercial Readers," "Historical and Biographical Readers," "Nature Readers," "Patriotic and Ethical Readers."

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JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*

Volume CXVII | Boston, October 15, 1934 | Number 16

Big Gains from *Postponed* Reading

By JENNIE LLOYD THOMSON

Director of Child Guidance
Public Schools of Glen Ridge, New Jersey

An experiment that may revolutionize the traditional idea that reading must begin with the first grade.

IN an article published in the Journal of Education, December 5, 1932, the writer discussed the part played by chronological age, in the social, emotional and mental habits of young children. Evidence presented showed that tendencies to do certain things appear within certain age limits. Babies begin to walk between the ages of eleven and seventeen months; they say words from eight to twenty months; and they speak in simple sentences from three to four years, from which time their powers of real conversation show a steady increase. Keen pleasure is shown in sense and muscle activities for at least the first seven years of life. Satisfaction in language expression, both spoken and written, increases perceptibly from the fifth year, and becomes a real interest at the ages of six and seven. The discussion included a brief analysis of the social, emotional and mental levels of behavior from the age of four to seven years inclusively, together with the suggestion that a knowledge of such behavior tendencies would be of value in judging *when* children should be required to learn the three R's.

The analysis showed that the tendencies of children under six, and sometimes under seven years of age, offered no safe foundation for accurate and abstract learning, no matter how superior their intelligence might be. As reading requires the use of accurate and abstract powers, it was recommended that an age level of six or seven years chronologically be attained before children were offered definite reading opportunities. For it seemed evident that though children have sometimes learned to read a year earlier, such learning was attended by much nervous strain, resulting in the growth of undesirable social and emotional habits and in the loss of many longed-for experiences with "things."

•

In Glen Ridge, N.J., where this age level study of children was made, it was decided to require a chronological age of six years for children entering groups in which learning to read was expected. A few exceptions were made among *very* brilliant children, who were healthy and well adjusted socially and emotionally. These were allowed reading opportunities when five years and ten months old, which in most cases they used happily and well. *All* other children had to be at least six years of age, and those who were not very vigorous, physically or mentally, or who lacked good emotional habits, were allowed to delay their attack upon reading until they were approximately seven.

The following tables show an interesting comparison of reading results over a period of four years. In 1930-32 at least half of the first grade children began reading when they were five years and two months to five years and ten months of age. In 1932-34 one-tenth of the children entering Grade I lacked two months of six years age level. The tables show the total number of children, the number and percentages who liked and disliked reading, who preferred other activities, who succeeded, who failed, and who gave evidence of real anxiety when reading was expected or discussed.

ROUND NUMBERS.

	Period 1930-32	Period 1932-34
No. of Children	240	194
Liked	19	176
Preferred other Activities	221	18
Disliked	60	11
Succeeded	210	176
Failed	30	18
Anxious	105	6

PERCENTAGES.

	Period 1930-32	Period 1932-34
No. of Children	240	194
Liked	8%	91%
Preferred other Activities	92%	9%
Disliked	25%	6%
Succeeded	87½%	91%
Failed	12½%	9%
Anxious	44%	3%

The difference in the number of children taught is not important, for during both periods the class groups ranged from eighteen to twenty-eight. The difference between the number of children

who succeeded and failed, is also of little significance. Evidently it is true that some children younger than six, chronologically, can and do learn to read. But the difference in the number of likes and dislikes is *very* significant, for the chief object in learning to read is to like it enough to do it! During 1932-34, when the increased age level was enforced, only one-fifth as many children disliked reading as formerly, and only one-twelfth as many preferred other activities. When 91 per cent of the children who were taught to read, preferred it to all other school activities, it seems fair to expect that their skill will be increased by use, and that they will look upon books as a source of pleasure and satisfaction. With such habits and attitudes established, reasonable success in school accomplishment in the early grades is assured. No less significant is the difference between the number of children who showed anxiety and strain at the mere suggestion of reading. When 44 per cent. of the 1930-32 group behaved in such manner as against 3 per cent. in 1932-34, it is fair to infer that the latter grouping is preferable. Anxiety and strain make successful accomplishment difficult, sometimes impossible, and the consciousness of failure provides the stuff of which fear, resentment and generally negativistic behavior is made.

•

The social and intellectual levels of the classes compared are practically the same. In many cases the children of 1932-34 are the younger brothers and sisters of the 1930-32 groups. All were measured by the same tests, and the I. Q. groupings were almost identical. They ranged as follows: 25 per cent. had I. Q.'s from 80 to 99; 50 per cent. from 100 to 119, and 25 per cent. from 120 to higher ranges. With one exception the teachers were the same, and the course of study and methods of teaching have changed little. So, we have reason to believe that the great increase in reading pleasure and the large decrease in the anxiety attending reading experience are due to the higher chronological age.

In gathering data for the above tables, children were credited with liking reading, if three times out of four they voluntarily stated pleasure in it. Their preferences were judged by such statements as "I like to do everything, read and paint and make things——," "I like reading better'n anything," "I like to read. That's what I came to school for, to learn how." Anxieties were recorded when three times such remarks were made: "School's all right, except reading. I don't think I can ever do that." "Reading is hard. When I grow up I'm not going to do *hard* things, like reading." "I wish I didn't have to read. I'd rather 'make things' and play." Among more reserved children, when twisting, sighing and irrelevant questions occurred every time reading was mentioned, it was recorded as anxiety. These conversations and actions took place during the thirty or sixty minutes each child spent with the writer, during a Binet test. Significant behavior in the classrooms was always a factor in judging preferences. Some children sought additional books and opportunities for reading experience. Others avoided them, frequently left the room, or asked to carry on other activities. No judgment of the writer was recorded, unless it was endorsed by the class teacher. So these reading preferences are comparable, for they are based upon like facts, recorded under like conditions.

During the year 1933-34 the number of children who have developed difficult social, emotional and mental habits, in the second grade, has decreased by at least 90 per cent. We believe that the growth of undesirable habits has been prevented by the feeling of success and security which our primary children experience. They do not begin reading until they have acquired the chronological and mental ages, and the social and emotional tendencies, which reading calls into play. So they not only accomplish what they undertake, but enjoy using their new skill. When 91 per cent. of our First Grade children like reading better than any other school activity, they will tend to use it to advantage in successive grades, thus avoiding many difficulties in subject matter and in social and emotional behavior. Failures in geography and history are often due to poor reading habits, and much that is undesirable socially and emotionally is traced to subject matter anxiety and fear. So, a year's delay of reading *may* be the ounce of prevention that is worth the pound of cure!

These findings suggest the following conclusions:—

•

1. It is desirable for children to attain a chronological age of at least six years before they are asked to meet any definite reading requirements. A healthy child who is six chronologically, and six or more mentally, is likely to have the physical, social and emotional maturity necessary for group participation, and the mental maturity for beginning accurate and abstract learning of a simple nature.

2. Children who are not healthy physically or emotionally, or who have not attained a mental age of six years or more, are happier and more successful if their reading experience is delayed until they are approximately seven years old.

3. It is evident that nature is on the side of such reasoning, for it is not until the sixth or seventh years that she provides the tendencies necessary for accurate and abstract learning to occur.

The Round Table

You are invited to join in this interchange of ideas and experiences. Address: Chairman of The Round Table, Journal of Education, Six Park Street, Boston.

Smiling Through

Optimism prevails in the schools of Lexington, Ky. Let the superintendent tell it.

HENRY H. HILL—"We were encouraged by the passage of our Centennial School Bond issue last fall for $350,000, which, together with the grant of $128,500 from the government, has given us approximately one-half million dollars with which to install modern facilities in several of our schools and to build two complete units. Equally encouraging to us has been the general support of the public throughout the depression so that we have discontinued no departments, have had a cash balance every year of the depression, cut salaries only 5 per cent., of which we are restoring one-half at once, and expect to restore the remainder the first of January. During the depression years the elementary supervisor, principals and teachers have worked out an entirely new elementary course of study and in many ways we feel that we shall emerge from the depression with an improved school system."

•

School Finance

The State of Maine has been examining the whole matter of public school finance. Commissioner Packard describes in a "couple of nutshells" how the Maine folks have gone at it.

B. E. PACKARD—"The eighty-sixth Legislature authorized the Governor to appoint a Commission of fifteen representative citizens to make a study of public school finance. The Commission was especially directed to make a study of more equitable sources of revenue than the property tax, a study of equalization of valuations and the distribution of all funds on an equalized and mathematical basis. The Commission was authorized to present these recommendations to the Legislature in the form of bills. The Commission was appointed last October and organized with the choice of President Kenneth C. M. Sills of Bowdoin College as chairman. In November the Commission employed Dr. Paul R. Mort of Teachers College, Columbia University, as Director of the study. Associated with him in the study have been Dr. Harley L. Lutz, professor of economics, Princeton University, who has made a study of taxation in Maine, and Dr. F. B. O'Rear, of Teachers College, who has made an extensive study of the teacher-training situation. The Commission has practically completed its report, which will be published in October. Its recommendations are forward looking and constructive and if adopted will mean much for the educational future of Maine.

•

Speaking of Squirms

The teacher who broke out in revolt in our September 17 issue draws a word of appreciation and a deep sigh from Superintendent Hartwell, over in Buffalo.

E. C. HARTWELL—"What a delightfully human document is Miss Catherine M. Willesen's presentation of 'A Teacher in Revolt.'

"I do not quite understand why a teacher with her apparent endowment of honesty, courage and sense of humor should undergo such a paralysis of fear when her superintendent pays her a visit. I *can* understand, however, her perfectly human impulse to wish that her superintendent might be made to squirm once in a while. She probably represents a very large number of teachers in this sentiment.

"It might be desirable to suggest to some ambitious and enterprising candidate for a doctor's degree that an unusually valuable and informative dissertation could be prepared on the number and the varieties of ways in which superintendents are made to squirm. It is a subject which, so far as I know, has never received adequate investigation and discussion. Almost any superintendent would be glad to contribute data. Questionnaires on the subject would doubtless be answered with unprecedented cheerfulness and heartfelt sincerity. The material collected could not only be used for a thesis, but it might subsequently be translated into the vernacular and enter the competition of the year for the best seller.

"'How to Make the Superintendent Squirm' would have a strong popular appeal.

"The only embarrassment to the author of such a work would be the wealth of material available."

•

High Schools Reorganized

Cedar Rapids, Iowa, was early in the field with junior high schools. Today, Superintendent Arthur Deamer reports the adoption of a plan for four six-year high schools. Busy times, these,

for faculty committees as well as architects and builders. out in Cedar Rapids!

ARTHUR DEAMER — "Cedar Rapids, Iowa, with a population of 60,000, was one of the first cities in the country to completely junior high-schoolize its seventh, eighth and ninth grades. Four magnificent buildings were built between the years of 1922 and 1926. In the meantime, both the junior and senior high school enrollments continued to increase. There were two senior high schools—one on the east side and one on the west side.

"The east side school was strictly a classic high school. The west side high school was called the Grant Vocational School. At the time when it was built and equipped, which was in about 1916, it was one of the best vocational schools in the United States. However, as a vocational high school it failed, and about seven or eight years ago it was converted into a cosmopolitan high school. The city has outgrown both of these buildings.

"About seven or eight years ago a survey was made of the city schools by Dean Paul C. Packer of the State University of Iowa, and it was recommended that two new senior high schools be built. We were unable to carry out the plan at that time because of local conditions.

"A year ago, in response to the suggestion from the government as to the availability of P.W.A. funds, our Board decided to convert our four junior high schools into four six-year high school buildings. Proper steps were taken, the whole plan submitted to the people, and a bond issue of $590,000 was approved by over 60 per cent. of the voters. The program calls for an expenditure of between $800,000 and $900,000. These four buildings will house an enrollment of approximately 1,600 students and the entire program is being reshaped to meet the needs of a six-year high school set-up.

"In preparation for the new program, special committees representing both junior and senior high school teachers and principals have been working during the past year studying the educational set-up. One committee made a detailed study of industrial arts. A representative of the committee visited a number of cities. Their combined findings were presented in a report covering the industrial work for the entire six years. They are recommending that the woodwork be continued on its present level. They further recommend that emphasis be placed on metal work. Shops will be equipped equally well with four or five lines of work.

"Another committee has been concerned with the problem of libraries. Instead of the six libraries in use now, there will be four libraries, each containing books for students on both the junior and senior high school level. Trained librarians will be in charge. An effort will be made to make available and usable the growing libraries for each building.

"Another committee dealt with physical education for girls and another with physical education for boys. Another committee spent the year in studying the interscholastic and intramural athletic program for both boys and girls. Another committee has been working on the subject of guidance. In making their reports each committee utilized available materials for study. They found the National Survey of Secondary Education, published by the Department of Interior at Washington, D.C., most valuable.

"In addition to the work of these special committees, conferences were held during the entire year covering practically every aspect of the program. The academic program will be deepened and in all probability broadened under the new arrangement."

•

No Recession in St. Louis

Superintendent Gerling of St. Louis rejoices in the loyalty of the citizens to education and the unweakened morale of the educational forces.

HENRY J. GERLING—"The most important educational developments in St. Louis are:—

"(1) Firmer establishment during the period of financial depression, of a sense of common interest between the schools and the public.

"As an expression of this the people again validated our tax rate for schools by a vote of three to one. They also, by popular vote of more than ten to one, authorized the issuance of bonds for the continuance of our school building program. On every hand is abundant evidence that the schools and the homes have come closer together on the basis of a better understanding of the schools' interests and their service.

"(2) Maintenance of school standards.

"Losses in revenue due to the economic depression have not been permitted to alter our purposes or minimize our service to the children. Professional standards as to permanence of tenure and adequacy of compensation have remained unimpaired. The stability of our school system has been convincingly demonstrated.

"Loyal adherence to professional standards of service, tenure, and reward are, I believe, our peculiar accomplishment in the face of financial difficulties. Neither have our school administrators nor the people of our city been willing for our system to recede from the level it had attained in times of prosperity."

When We Really Teach English

Twenty more Suggestions for Stimulating and Guiding Language Activities. The first twenty were printed October 1.

By DANIEL P. EGINTON

21. Children should observe the diction of professionals, such as radio announcers (David Ross), outstanding actors and actresses (Howard, Arliss, Barrymore, Skinner) and recordings on phonograph records.

22. Since children use or misuse language so often, they should endeavor to use good language all the time.

23. Children should learn to punctuate orally as well as in writing through the use of desirable inflection at the end of sentences, in connection with parenthetical expression, and elsewhere.

24. Pupils should drill on specific habits or errors in accordance with the following criteria:—

(a) After a definite need or want has arisen.
(b) Be brief, specific, and varied so as to enliven interest.
(c) Pupils thoroughly understand nature and purpose.
(d) Directed toward specific errors and problems.
(e) Considered of little value in learning qualities such as sincerity, human appeal, coherence, interest, variety, and vigor, which are learned only through reflection, production, analysis, observation, and deduction.

25. There should be a broadly-planned, unified program of language experiences in which all the problems and processes involved are considered, and year-by-year progress toward definite goals suited to the interests, needs, and capacities of each pupil provided.

26. English activities (oral speech, composition, grammar, literature, and reading) should not be organized as separate subjects but, in accordance with the needs, interests, and capacities of pupils, should be done as integral parts of unified social projects or units of work into which the curriculum of the school is organized.

27. English or language should not be "taught" as a definite body of subject matter at scheduled periods but rather learned as an integral factor in an intricate social process.

28. Since effectiveness in language depends in part upon the attainment of specific skills, habits, and knowledge during various stages of growth rather than upon memorizing disjointed facts, the school should provide for wise repetition on successively higher levels, i.e., spiral progress by cumulative improvement from year to year.

29. Rules and definitions should be introduced only when they are understood and are needed in a worthy, purposeful situation.

30. The school should not be organized as an institution in which pupils prepare to use English for some future time and contingency but as a natural, social microcosm wherein children are moved to speak and write by all the desirable motives that incite human beings outside of school to express themselves and communicate with their fellows.

31. The curriculum should not be planned in advance in such detail that definite language activities are assigned to a specific grade, i.e., there should be no such thing as definite grade placement.

32. Every child should be dealt with according to his individual, real, and potential language capacities, specific problems, needs, and interests.

33. There should be a flexible time schedule so that each pupil may be able to work continuously during the drive of the creative urge.

34. Since the education of children in speech should begin at infancy, the school should take effective steps (conferences, discussion groups, and pamphlets) to see that each child has a satisfactory home environment.

35. The teacher should always check back into the home and out-of-school experiences of pupils to determine how thoroughly they are really overcoming their errors and developing correct language expressions.

36. The school should make a scientific analysis of the sociological, cultural background of the community in order to discover, list, and classify provincialisms, colloquialisms, and other common errors.

37. The teacher must assist and advise pupils to initiate, plan, execute, and judge wisely so that each will grow as much as possible.

38. The teacher should stimulate and guide each pupil to keep an accurate, complete, and continuous record of his language errors or difficulties.

39. The teacher must assume final responsibility for the government of the group, but should delegate as much as possible to the pupils.

40. The teacher should help pupils take thorough and systematic steps to help them master all of the errors in their written materials.

THE END.

A Plan to Relieve "George"

By A. E. CONDON

Superintendent, Lake County Schools
Crown Point, Indiana

The author advances a proposal for mobilizing the citizens of a State in support of their schools.

FOR many years public education has been in need of some militant organization which would reach out into the various groups of society to bring about more effective legislation and state board rulings for the benefit of education.

Most State Boards of Education are either appointed by the governor, a political official, or they consist of ex-officio members, or they are a combination of the two. Those appointed by the governor are too often subject to his will, and ex-officio members generally give their best efforts to represent the business or organization with which they are affiliated. Thus the welfare of boys and girls too often receives secondary consideration.

But few members of State Boards of Education familiarize themselves with the problems and needs of education as found by those on the firing line, therefore are unable to bring about satisfactory conditions. These needs could be better studied and solved by calling educational conferences in the various parts of the state. Under this plan the legislature would divide the state into educational districts, each to hold conferences as follows:—

Members of the Educational Conference

The following district members are to meet in their respective educational districts for the purpose of discussing local and state educational problems and policies and electing a member from their district to serve as a member of the State Board of Education

1. One lay member for each 50,000 population or major fractional part, but no county to have fewer than one, nor no school corporation, more than five lay representatives and to be appointed by the Parent-Teacher Association for two years (eligible to reappointment).
2. One member from each standard normal school and standard college.
3. One classroom teacher or principal for each 200 teachers or major fractional part from each school system, but no county to have fewer than one, nor no school corporation to have more than five teacher representatives.
4. One school board member from each county.
5. County superintendents.
6. City superintendents.
7. One township trustee from each county.
8. One labor representative for each 50,000 population or major fractional part, but no county to have fewer than one, nor no school corporation to have more than five labor representatives.
9. Each of the above bodies to elect its own representation.
10. To meet at least once a year.

The personnel of a typical education conference as found in Indiana if nine districts were organized, would be as follows:—

Lay members	13
Colleges	2
Teachers	14
County Superintendents	10
Board members	10
City Superintendents	11
Township trustees	10
Labor	13
Total	83

The above would elect a chairman, vice-chairman, secretary and such other officers or committees as needed for the proper functioning of a well organized body.

Each district should serve as a laboratory for experimental work and the conference should be an open forum where definite policies could be determined in the light of the needs of education. These policies should be brought before every educational conference throughout the state and pressure groups developed to bring about better legislation. This gives a splendid opportunity to educate and develop leadership in behalf of education from groups other than the teaching profession.

Members of the State Board

The nine members selected by above nine educational conferences constitute the State Board of Education. Each member should bring to the State Board meeting a rich background derived from the district conference, thus enriching the deliberations of this important body. The state would then profit from the worthwhile experience from the various parts of the state.

State Board details:—

1. Cast lots at the first meeting to determine the length of the first term of each (1, 2, 3, or 4 years), thereafter to serve for a term of four years.
2. To meet in the State House each month.
3. Assume all duties of the present State Board of Education.
4. Assume duties of all other state organizations as could be conveniently abolished by adopting this plan.
5. To receive actual expenses while on duty.
6. State superintendent to serve as chairman but to have vote only in case of a tie.

7. (Elect the State Superintendent of Education. The Constitution will need to be changed, however this issue does not affect the plan. Perhaps political parties would be wise enough to permit the state board to nominate a competent person for state superintendent without opposition and in compliance with the Constitution, thus removing this important office from partisan politics. It would not seem expedient for an ambitious aspirant or political party to oppose the selection of a state board, especially when such board is elected by the district conferences.)

The State Board, collectively, should understand every problem and policy of importance throughout the state and thus be better prepared to serve education in the light of its needs.

The Challenge of the New Era

By JASPER T. PALMER

Principal, Washington Junior High School
Mount Vernon, New York

PARAMOUNT in the minds of teachers, religious directors, and social workers in these times is "How shall we guide our youth?" and not the least concerned are the parents. Youth itself does not sense the conditions, except possibly the few who are forced out of school and those who are about to graduate from college.

The conditions of the times are forcing consideration upon us. We must be honest with the boys and girls and yet not discourage them.

I do not wish to sound a pessimistic note. I feel that the best days are ahead of us and not behind us. This little verse is aptly dedicated to those who believe we are going to the dogs.

"My grandpa notes the world's worn cogs
And says, 'We're going to the dogs.'
His grandpa in a hut of logs
Swore things were 'going to the dogs,'
His grandpa in the Irish bogs
Vowed things were 'going to the dogs';
His grandpa, dressed in caveman's togs,
Moaned, 'Things are going to the dogs.'
Now this is all I have to state—
The dogs have had an awful wait."

Young men and women need to be led more than ever to self-appraisals, discovering talents and limitations in all phases of life.

In recent times we have heard a lot about guidance in the public schools and social agencies. This is nothing new. All good teaching and leadership has really been guidance for many years, but the schools in recent times have recognized the fact that educational guidance and interpreting subject matter are but a small part of the function of public school work.

The teachers of the present day recognize students as miniature citizens and human beings, and therefore execute their work more in terms of social engineering. The work they are doing directly and indirectly in building for citizenship and strengthening character far outstrips the importance of academic instruction. This is particularly true in view of the fact that there are so many school children who come from impoverished homes, both socially and intellectually.

He isn't a tough nor a budding rough,
Just because he wants to be;
Nor a little sneak because he is weak—
It's another's fault, you see.

Had men of big heart but taken his part
And started him off O. K.,
The chances are strong he'd never go wrong
And be a real man some day.

What a real boy needs is a pal who leads—
An honest-to-goodness mate—
Just a regular guy who will e'er stand by
And show him a path that's straight.

'Tis the guiding hand he can understand
Of a friend who's standing by
Through thick and thin, with a friendly grin—
A clean, square-shooting guy.

There ne'er was a lad who was wholly bad,
For deep in his boyish heart
Is a spot to reach, and to lead and teach,
If only you'll do your part.
—Will Mauplin.

It does not seem to me that people generally, to say nothing of the growing youth, have the background of conscientiousness that was a part of our ancestral heritage. While my family was not ultra-religious I absorbed a great regard for always telling the truth, never taking anything that did not belong to me, or doing anything that I would be ashamed of if other people found me out. Along this line in mature life the matter of civic obligation was strongly impressed upon me. I had a feeling that it was terrible to have one's vote purchased, and not to pay one's taxes was a real sin.

To get this across to the school boys and girls with some of their natural inheritance is almost an impossibility. I presume this reflects modern adult life of a certain type.

In the matter of vocational schools and the part the school could well play in vocational guidance I have observed that the successful person in practically any line of work, particularly in

the business field, is the one who practices such virtues as courtesy, affability, altruism and shows a willingness to go out of his way to accommodate. One may be ever so well educated and efficient in his chosen line of work, but if he fails in the common ordinary social virtues and human conduct he is a "flop."

Our colonial forebears were masters of all trades and were happy in their environment and conditions of life. We probably swung too far into specialization in recent years and led our youth in too narrow paths. We may have erred in letting them feel that white collar jobs were the only honorable positions.

•

Good health, a good general education, a sense of civic responsibility, a strong moral background, a willingness to work, and an unbounded energy promise almost any young man some degree of success in life or at least a decent livelihood.

The schools are making their contribution to these things, but there are other agencies which need all the support we can give them, financially and otherwise, to make a composite whole. The family life, influence, and training is fundamental and understood, but I have in mind the church, and other agencies such as the Y. M. C. A., Y. W. C. A., Boy and Girl Scouts, and all sorts of community and welfare services.

Education and schools used to be associated in our thinking solely with boys and girls, but adult education is growing by leaps and bounds and the demands for it are astounding. More, rather than less, money is needed to give people a chance to master some of the techniques that they missed in their younger days and find a need for in maturity. I wonder if the large number of suicides, breaking up of homes, the tremendous advances in crime and juvenile delinquency have any challenge for us. I believe they have. There are emotional factors of which our public schools have not yet scratched the surface and of which social workers are just beginning to sense the significance.

•

Our responsibility is the greatest, at this particular moment, ever in the history of the world, due to the large amount of leisure time created by social and economic conditions. Leisure time is fine and desirable if properly directed. Human nature demands recreation and it is for us to help support, guide and direct it. Leisure time and recreation are not synonymous. Leisure time can be used profitably in self-culture and self-education. It can also be used in humanitarian and civic services. A teacher or social leader falls short of one of his greatest opportunities if he fails to inspire youth and people generally to service, and there is no greater joy that can come to one than knowing that he has done something for someone else.

How Much Home Study?

By GARRY CLEVELAND MYERS

ACCORDING to the White House Conference Report on Child Health and Protection, it is advised that there be no home work assigned below the seventh grade. This advice is in keeping with general educational thought on the subject. It is maintained that children at home learn many things wrong, that their home work keeps them from needed play and invites frequent family conflicts; that children of the elementary grades get along at school about as well without homework assignment as with it, and that any way the child who needs most to work outside of school to keep up with his class is the very one least likely to study at home or study effectively there when he actually tries to do so. Many parents welcome "no home work" since it means less bother and annoyance to them.

Be it observed, however, that it never has been clearly demonstrated that the child who had not learned habits of doing home work in the elementary grades will get on in junior and senior high school as well as if such earlier home study habits had been cultivated. Common sense would say he won't. The habit element involved seems to have been wholly overlooked.

When the child enters junior high school he approaches, or is in the midst of, puberty. His social interests have taken a spurt. Interest in the opposite sex is rapidly developing. He begins to feel himself a citizen of the world. He probably has been going out frequently at night or the gang have been coming to his home on evenings for good times.

At this age routine and sheer drudgery are vigorously resisted save where they had been running automatically for months or years. Consider the resistances to be overcome by the junior high school student given home work for the first time in his life. It happens that since this student has a number of different teachers he won't have home work assignments regularly and on some evenings the

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amount will be tremendous. Not to have any home work for an evening or two is so satisfying to him that he is strongly tempted to neglect such work when it really is assigned; and when his parents inquire about it he may, with a good imagination, answer, "There is no home work." Provided he learns easily and is fairly alert in class, he may float along with average, or better grades; or, he may eventually lag and even fail—and merely for lack of regular home study habits. How many bright students fail in high school, in college, in life, for want of regular habits of mental work!

At the risk of seeming reactionary, I wish to express strong disagreement with the fashionable attitude about home work. And I speak not only as a teacher but as a parent also. I sincerely believe some home work should be assigned beginning about the fourth grade; that it should call for intensive mental application for a period of about half-an-hour—not more; to increase gradually to about three-quarters of an hour in the seventh grade and an hour in the ninth, reaching about two hours in senior high school; that it should be regular without exception on every evening before a school day, to begin each evening at a regular time and place.

I believe each teacher should confer with the parents, winning their co-operation, leading them to discover the value of regular mental work by the child each evening, prevailing on these parents to report when the home assignments require an unreasonable amount of time.

When I have the opportunity I advise parents to see to it that the child should begin such regular short period application of mental exercise as has been suggested, that there be allowed no exceptions save for illness, and that when there is no assignment the child be expected to read from approved books—the purpose being to establish the habit of daily application to mental work by himself.

Of course much home work is mere drudgery designed to be no more, consisting of written exercise undirected, frequently unchecked later by the teacher. It seems to me unethical to assign written work not meant to be carefully checked and evaluated by the teacher; the pupil comes to count it so. Moreover there frequently is a strong temptation for the child to hand in written home work he has not done himself. Perhaps there should seldom be written assignments, and then only when the learner must give objective evidence at school that he has actually done the work himself—not easy to assure.

The principal who is on the job will guarantee that the total assignments for any evening will not be excessive and that as soon as departmental work begins, the assignments will be properly allotted among the several teachers of a given child.

To further good home study habits the school needs to get closer to the home. Now in the elementary grades it is far easier to effect closer home-school co-operation than in the secondary grades. Why wait for the years when the home control of the child has dwindled as it has by the seventh grade, to promote the kind of home co-operation so essential as that related to home work? Why wait till this time when the gap between the school and home has grown so wide?

In some parts of the country the high school has, as a measure of economy, abolished the "supervised" study periods at school. One wonders why they ever should have been begun. With rare exception supervision only means policing. A crowd of students are herded into a large room where a teacher maintains order, or tries to do so. How much training in home study does the student get there? Practically none. Anyway he learns best how to study in the classroom where the line between studying and reciting has practically vanished.

But some parents whose children no longer have study periods in the high school are objecting. They say these students are not inclined to use their time well for study at home. A certain mother with an A.M. degree, for instance, cut all afternoon engagements because, she said, "I must be home to see that Merlin studies!" Exactly what we should expect to happen. The school all these years has virtually said to the home: "Let us take all responsibility for the learning habits of your children. We are trained for it and paid for it."

Now some taxpayers are beginning to say: "How come?" One more thing parents have a right to ask: "You tell us school is life. Does life have a study hall? Do policed study periods at school train for self-reliance, independent efforts? On the contrary, isn't it possible for the school to educate children and so gain co-operation of the home that these children will be ready in their teens to take responsibility for preparing school lessons at home or in a library?"

But about the usual objections to home work? If the assignments are properly regulated, and the child trained in regular application, his time for play and rest will not be unduly cut. Assuming that the children who are most successful in school work will be most studious when given home work; very well. They are the ones who ought to gain most from the character training incident to cultivating regular habits of work. As for family tensions over home work, these are not inevitable. Some parents have closer comradeship with their children through home work. Think of those parents who enjoy reading with their children, searching with them through magazines, books and encyclopedia, and helping them to gather materials for school as-

signments. An occasional parent can help a child in spelling, reading or arithmetic. Many more parents by acquainting themselves with the work of the school, with problems of learning and emotional factors essential to effective learning, are becoming able to be really helpful to their children with home study. Instead of ignoring parents as if they were hopeless dumb-bells why not make them allies of the school, leading them to want to discover ways to help their children succeed at school?

All in the Day's Work

By FRANCIS READ

A High School Principal

A TEACHER came to me in high spirits today. One of her students, a bright and beautiful freshman girl, had stopped after class to thank her for explaining so thoroughly the English assignment. The girl said: "The predicate nominative always has bothered me, but now I understand it fully. You made everything so clear." The teacher thought that it is a rare experience in school life to receive praise just for doing the ordinary work.

"That reminds me of something," I responded. "The other day a mother told me how delighted she was because you called her on the telephone to let her know that her boy did very well in carrying out a special project that had been assigned to him. You have heard the old saying about 'casting bread upon the waters.'"

Why can't we have more appreciation around a school? I am resolved that we shall have in ours, and I will set the pace. When I call teachers or students to the office, it usually will be to commend and encourage them. I will not send out letters to parents merely when something is wrong. In my zeal for new equipment I will not forget to be grateful to school officials and to the community for what we already have.

Criticism destroys confidence, engenders dislike, and stifles effort. Expectation, appreciation, encouragement, praise — these must be the watchwords of a successful school.

•

I am discouraged by the fact that today I made a grievous mistake.

One of the students, a boy who comes in each day from the country, declined to go to the detention room after school. A teacher had told him to go there on account of a minor offence. When I asked the boy the reason for his refusal, he replied that he rode with others and did not care to make them wait. "Besides," he said, "it wasn't fair for me to be sent up there."

Upon being told that he would have to make some arrangement to do as the teacher directed, the boy said that he would leave school first. And then I made this pronouncement: "If school means so little to you that you would rather quit than comply with a simple requirement, you may as well leave; with that attitude staying here would not do you much good."

I did not think that the boy really would go. I merely wished to call his bluff. But he left, and I have reason to think that he will not return.

More time should have been given this case. I should have reasoned with the young man, and called in for conference the teacher involved. He might have been permitted to make up the time at recess or in the morning.

Successful business men have for their motto: No dissatisfied customer. When shall we school executives ever learn the lesson of unfailing tact?

WINSTON FLASHES

TEN different peoples claim that their ancestors discovered America before Columbus. They are the Chinese, Arabians, Venetians, Welsh, Portuguese, Dutch, Basques, Icelanders, Danes, and the Irish.

AN interesting excerpt from OUR INDUSTRIAL WORLD, the new J. Russell Smith geography: "The United States Government made an importation of camels for use in our own Southwest, but they arrived just before the Civil War. Because of the war, they were neglected and were probably eaten by wolves." The introduction of unusual and little-known facts such as this is just one of the many devices which Doctor Smith uses to maintain interest.

BRUNO Lessing, columnist, asked Rod Larocque, motion-picture star, what ten articles he would choose if he were cast away on a desert island. Here is the list: Vilma Banky,* knife, axe, boring tool, hone, binoculars, compass, lasso, Bible, and *The Winston Simplified Dictionary.* What would you choose, besides the W. S. D.?

* *Yes, yes, his wife.*

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FOR more than 150 years after the first public schools were established in the United States, girls were not admitted to them.

NEWEST of the new Pre-Primers is WAG—A FRIENDLY DOG. The text is by Ethel Maltby Gehres, Primary Specialist; the illustrations are action photographs by Ralph Milton Bair. You can almost hear Wag bark, the cow moo. The "Ah!" you hear is not a reaction from the pictures, but the price—$10.00 *a hundred.*

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EDITORIALS

Democracy's Bulwark

AUTOCRATIC governments do not favor education of the masses; since an enlightened populace is certain to resist tyranny.

Democracy, on the other hand, has no alternative but to cherish and maintain education for all the children of all the people. For without universal education, democracy drifts into the hands of demagogues; selfish politicians who can easily deceive the ignorant and make popular government a travesty.

America has no serious intention of abandoning education, any more than it has of abandoning democracy. To abandon education, or to cripple it by withdrawal of support, would be to invite political catastrophe and the resurgence of those very autocracies and dictatorships which our fathers crossed the seas to get away from.

The ideal of a fully enlightened democracy still eludes us. But we are started towards it. And we may not turn back without grave injustice to ourselves or to humanity. For the hopes of cowed but inwardly unsubmissive peoples are still centred in the successful realization of the New World's dream.

• • •

Have You Met "Mr. Chips"?

WHEN your little world goes wrong and you feel your educational zeal ebbing away; when your best efforts fail to get results; when higher-up authorities do things to damp your ardor procure a copy of "Good Bye, Mr. Chips," and read it. If you are already familiar with it, from having seen it in the Atlantic Monthly when it first appeared, read it again. It may be had in book form.

Schoolboys gave him the nickname, "Mr. Chips." He was not a favorite of the boys at first; not, in fact, until his marriage to a young woman of quick sympathies had smoothed away some of his rough corners.

More faithful than brilliant was this teacher of Latin in an English boarding school.

The book portrays the thoughts and satisfactions of one who has done his work and stepped aside to let others carry on in his stead. It is then, no doubt, that the harvest of a teacher's life is reaped in all its richness.

The English-reading world owes a debt of gratitude to Mr. James Hilton for having produced this modern classic of a schoolmaster who is not mean like the schoolmasters of Dickens, nor incidental like Dr. Arnold in "Tom Brown's School Days," but enjoyable and lovable. Mr. Hilton has done a beautiful piece of work from every standpoint. Americans are welcoming "Mr. Chips" to the extent of putting him among the six best sellers. He is hopelessly old-fashioned in his teaching techniques, beyond a doubt. But—every one engaged in education will be the gainer from having met him.

• • •

The Cultural Chasm

GRANTED that Milton was a great poet; Addison and Lamb and Macaulay great essayists; Ruskin, DeQuincey, Bacon, Carlyle, Swift and Goldsmith variously gifted as writers of enduring literature; how much does the study of these authors help to develop in our young people a taste for the best in present-day culture?

There are sincere and able writers today; men and women who vividly interpret life as it goes on around us in modern America. Yet, largely by reason of college requirements and the traditions of instruction in English, millions of students graduate from our high schools without the slightest familiarity with these modern resources of pleasure and appreciation.

May not the cheapness and crudity of so many popular songs and so many pictorial newspapers and thriller magazines be due in some measure to the chasm that exists between the English classics that are read in school and the potential classics of contemporary authors that our graduates know absolutely nothing about until or unless they happen upon them in later life?

The schools can help raise the level of popular taste by sending out graduates who are trained to recognize and demand the best that present-day writers are capable of producing. And that best, in many instances, is excellent.

Motion pictures, radio and the daily press do not, in general, meet the public upon the highest cultural levels practicable even from a business standpoint; for it is easier for the managers to aver that the public wants poor stuff than to develop in the public a better taste by gradual improvement.

But if those caterers to the public taste shirk their educative responsibilities, there is a means by which such responsibilities can be impressed upon them—and that means rests within the power of the schools and colleges.

Makers of Better Schools

ROBERT CUSHMAN is principal of the Highland School in Manchester, N.H. Teachers say it's a pleasure to work with him. His pupils also like his leadership. One stormy day last winter Mr. Cushman with his car full of teachers had hardly left the school yard when they came upon two huge snowballs in the road and two big boys just beyond. The principal opened the car window and hollered: "Help! Help!" The two boys came back on the run; rolled away the obstructions; and saluted. Everybody laughed, as the principal said: "That is our philosophy."

•

LYNN THOMPSON is president of the Minneapolis Board of Education. He was recently re-elected to the board by an overwhelming plurality for a five-year term on top of the thirteen years he has already served. A constructive committeeman is Mr. Thompson, keenly alert to the welfare of the boys and girls. But his championship does not stop within the committee rooms. He has organized the Minnesota Junior Taxpayers' League, and has campaigned vigorously by radio and otherwise for a broader and more equitable tax base than real estate. He conducts a weekly publication in behalf of the schools. His organization has secured pledges of support from a majority of legislative and congressional candidates in Minnesota. Mr. Thompson's taxpayers' society, composed of parents, school officials and other citizens, has begun to be imitated in other states. The Minnesota lawmakers rejected the Thompson bills at their last session, only giving in to the extent of adopting an income tax containing incidental provision for the schools. But failure does not discourage this friend of education.

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WILLIAM A. BALDWIN, now of Rhode Island College of Education, gave an interesting course in current history, the past summer, at the State Teachers' College at Hyannis, Mass. As a result, certain teachers will be better able to interpret the events of these stirring times to their pupils. Mr. Baldwin pioneered in progresssive education some years ago when, as head of the Hyannis Normal School, he rendered that institution famous as a centre of liberalized training for teachers. He is the author of "From the Old to the New Education," and an occasional contributor to the Journal of Education. His writings always exhibit the results of clear and original thinking. A real teacher who values the privilege of teaching, is W. A. Baldwin.

•

E. E. OBERHOLTZER, as president of the Department of Superintendence, N. E. A., is preparing for his big meeting of next February at Atlantic City—and at the same time managing and inspiring the public schools of Houston, Texas, where he has been superintendent since 1923. He is an outdoor man, fond of hunting, fishing and golfing, and his abounding vigor is manifest in everything he undertakes. He is famous as a curriculum builder and an expert in finance; interested, too, in civic affairs. Reflecting as he does the region where "never is heard a discouraging word," President Oberholtzer is bound to have a wholesome tonic effect upon the school administrators of the country who have chosen him for leader.

•

ALIDA SHINN of Mills College, California, is a widely informed authority upon preschool and kindergarten work. She not only has charge of those activities at Mills College but is outstanding in the same connection in such international groups as the Pan-Pacific Women's Conference, held last summer in Hawaii, and in the World Federation of Education Associations, where she is chairman of the pre-school and kindergarten section. In conjunction with Miss Grace Owen of England she is making a survey of kindergarten procedures in many countries. She is an enthusiastic collector of materials pertaining to child life in different lands. Miss Shinn is one of the world's foremost kindergarten workers.

Winshipisms

"He who would have children learn must be inclined to learn himself. Pupil and teacher must be learners together to make the work a success."

•

"Educationally we have teachers, principals, superintendents, specialists and experts. The teachers do the work, the principals take the blows, the superintendents do the planning, the specialists take the cream and the experts do the 'damning.'"

•

"The teacher of all people needs to pray 'Forgive us our trespasses *as we forgive* those that trespass against us.'"

•

"Reserve strength is good capital."

The Problem Box

Conducted by DR. AUGUSTUS O. THOMAS

We never know just what people think of what we do. Well, maybe it's better so. A letter has just come from a State Teachers College stating they have used these questions and answers to advantage in their class discussions. That is gratifying. I wonder just what they thought of the answers. It will not surprise me to hear that some of the students think I am all wrong at times. Why shouldn't these answers be wrong some of the time? These questions are answered just as I would handle the problems if I had to meet them. My way might work with me and not with some one else. I have tried to keep away from the technical side and make them just plain common sense as I see common sense. After all that is just what school management and school teaching is anyway. School work is the most human work in the world. If the Lord had wanted us to go by rules instead of brains He would have suggested more than ten of them. I admit the ten He did hand to Moses were a comprehensive set of rules for mankind to go by, but they would not do much good in arithmetic. We need a few rules in school to keep folks in the traces. Does that mean regimentation? Well, if regimentation means regulating or controlling, then it does. Regimentation for some folks is not so bad. They need it. Anyway it would be interesting to know just what the classes thought about some of my answers.

The Slow Pupil

QUESTION—In the issue of December 18th you gave some attention to slow pupils. I am a student in a Teachers College where we use this page in some class discussions. I want to ask if any of this slowness is on account of faulty teaching, and how much of it comes from hereditary causes. I wish you could have been sitting in when we discussed these questions.

Answer—This most interesting question evidently is quite a general one. There are many causes of slowness in pupils. There is lack of attention and application. Then there is just natural slowness, and I suppose some faulty teaching too. All pupils do not have the same speed in their work. If you put your class out on the track to run a race they will be strung out from the start to the finish. No two will have quite the same speed. You will find just as many speeds as there are pupils. They might "bunch" a little, but each one will have his speed. It would be interesting to grade them and put them in groups according to their ability to run. We have had to do considerable bunching up of the mentality of pupils in school and their intellectual speed. Perhaps we have geared up the machine too much to the needs of the so-called "bright" pupils, and may not have taken the slow pupils sufficiently into consideration. If most pupils are slow then perhaps we should grade for the many. We have also tried to keep the members of classes together for our convenience of instruction, and have graded them in the work on the same basis of one hundred per cent. and the same number of credits for graduation and college all of which is unscientific, unpedagogical, and somewhat unreasonable, and it seems to me somewhat cruel, wasteful and intolerant. Pupils are much like the wood we get out of the forest. If we attempted to make polished table tops out of all of it we surely would be wasting our materials and our labor, too. We would show our ignorance of woods. What we want in schools is a higher grade of efficiency in working with personality, which is the thing to conserve. Every child has a right to be finished up into the kind of "furniture" which will be most useful.

Every individual, beast or man, with some intelligence, can be made to do something better by training or education or both. The slow pupil who puts much application to his task may reach as high a resultant in his line as a much quicker person who fails to apply himself as he should. The bright pupils as we call them have their place, but we should put the effort, if effort is to be different, on the type of children which God made the most of. I don't disparage the so-called dull. The work of the world is done by them, even if the school work is done by the so-called bright. Poor teaching shows more quickly with slow pupils than bright ones. There is no doubt but much slowness which we attribute to the child could be overcome with good teaching, but not all.

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School Publicity

QUESTION—We are struggling in our school with the question of publicity. Will you kindly outline a definite program or give suggestions which will help to solve our problem?

Answer—One trouble with publicity in the average school is that it is too informal and incidental. We forget that publicity is as much to help the public as to help the school. A well-informed public is generally on the right side, while a mis-

(Continued on Page 464)

The News Digest
OF EDUCATION

More Students
State Colleges Show Increases

BOSTON.—Enrollment increases are being reported from all over the nation as colleges start the new scholastic year. Out on the Pacific Coast the University of California reports the largest undergraduate registration in its history, its 9,379 registrants passing the 1932 peak of 8,990. In the East applications and admissions at Pennsylvania State College are 10 per cent above those of last year, while Massachusetts State filled its freshman quota and established a waiting list. In the Midwest the University of Michigan's freshman applications are 9 per cent above last year's, while the University of Wisconsin made the still more startling jump of 30 per cent and actual registrations increased 20 per cent. Part of these increases is thought to be due to the more generous help accorded by the Federal Government this fall to college students, and particularly to freshmen. FERA funds in the shape of wages for part-time jobs are being offered to needy students in numbers up to 12 per cent of the full-time enrollment, as against 10 per cent last semester.

President Smith of the N. E. A. Favors Frequent Tax Revision

CHICAGO. — Constant revision of present taxing methods to insure adequate revenues for the public schools was advocated recently by Henry Lester Smith, president of the National Education Association, in a National Parent-Teacher Day address at the World's Fair. Professor Smith is director of the School of Education at the University of Indiana, and president of the National Education Association.

"We must continue the development of our schools," he stated. "This great project must be financed if democracy is to live. A great lesson from our experience is that we must continually revise taxing systems to meet new needs and new conditions. The tax systems of many of our states are completely outworn and grossly unfair."

He declared utterly inadequate the local property tax, formerly almost the sole support of the schools, adding that new forms of taxation administered through the larger areas of state and nation are imperative.

"The State," he continued, "must bear its burden of school taxation and the Federal Government must continue to aid the schools. A nation spending five times as much for automobiles as for education must revise its methods, and the minority opposing public education must be defeated."

Scholarships Listed
New Foundation Compiles Information

NEW YORK.—Penniless youngsters who sigh for college or technical training now have a chart to some of the treasure which benefactors have left to help them get it. The American Students Foundation, a newly incorporated non-profit-making corporation, with offices in the RKO building, New York City, has issued a first year book, listing the thousands of scholarships available at some 125 colleges, and the often extremely specialized terms on which they are available. More briefly, it gives, also, the amount of scholarship funds at some of the leading preparatory schools, academies, and schools of music and art. The yearbook contains also a succinct list of colleges, junior colleges, institutes, seminaries, military academies, music, art, dramatic, business and trade schools, giving the facts of their location, tuition, enrollment and general type of courses and sports. The foundation itself represents mainly a labor of love, being conducted largely by volunteers.

Wants American Voices Trained To Be Resonant and Pleasing

BOSTON.—"Cheap enunciation and the incessant use of obvious slang reveal a 'sloppy' quality of mind," declares William G. Hoffman, professor of English in Boston University's College of Business Administration.

"Our problem is to get rid of this cheap enunciation and to develop resonance and beauty of tone. The speaking voice is really a singing voice, although it has not so wide a range. It affects us more, however, for we all have to speak, but we don't have to sing.

"We do not want a language that is completely standardized. It would be very tiresome if every one talked exactly alike, and we would lose something very pleasing if we abolished the Southern drawl or the Scotch burr. We want an American speech that is clean and pleasing. There is no one region that can claim to set the standard of speech, and the best we can do is to try to blend these regional differences, retaining them as far as possible, but making the intonations more resonant and beautiful."

In conclusion, Professor Hoffman said: "Practically every undergraduate who comes to me for a speaking course is nervous and self-conscious at first," but most of them get over it. Nearly every one has an inferiority complex where speechmaking is concerned. It is difficult to change the speech habits of adults because they are apt to feel that in changing habits they have had so long, they are becoming affected. However, they eventually realize that their speech habits are of the greatest importance in their business and professional work, and pride comes to their rescue, thus enabling them to improve their voices."

10th President
New Williams Head Inducted

WILLIAMSTOWN, Mass. — The formal induction of Dr. Tyler Dennett as president of Williams College took place in Chapin Hall on Friday, October 5. Speakers included members of the faculty, alumni, undergraduate and trustee groups. President Dennett, tenth chief of Williams, delivered his speech of acceptance over an NBC hookup. Trustee Harry P. Dewey led in prayer to open the services at Chapin Hall, followed by Senior Trustee Bentley Warren, who presented the keys of the college to Dr. Dennett.

Then came addresses by Henry R. Johnston, president of the Alumni Society; Dr. Harold B. Dobbs, president of Princeton University; Professor Caroli L. Macey, of Williams; and Richard McG. Helms, president of the undergraduate body.

Just previous to his inauguration, Dr. Dennett abolished the student council and the inter-fraternity council. Plans were immediately started for a reorganization of student self-government to come under control of one constitution and to be in the hands of a single body to be known as the executive committee.

Equalizes Costs

Basis of Plan Advanced in Kansas

TOPEKA, Kans. — The Legislative Council has worked out a plan to remodel the State's educational system. Since the council began its study it has sought to equalize costs. There are districts crossed by one or two railroads, power lines, and gas lines which have taxable income four to ten times that of the average district. Adjoining may be a district which cannot raise enough money to provide eight months of school. The proposed measure would provide a fund for weak districts and for districts which consolidate.

P. T. A. Goes on Air

NIAGARA FALLS, N. Y.—Among the reports presented at the National Congress of Parents and Teachers recently in session here was that of the student aid committee, of which Mrs. F. H. Devere, of Auburn, Rhode Island, is chairman. This report stated that in the face of economic disturbances more needy students seeking high school and college education had been assisted than in any other year. In some states loans at low interest were made, while in other states the aid was an outright gift. This was not looked upon as welfare aid. Weekly radio programs are to be broadcast by the Parent-Teacher Association with the co-operation of the National Broadcasting Company, the purpose being to offer assistance to parents in the solution of their problems. Experts in various lines will be put on the air.

Death of Rundlett

CONCORD, N. H.—At the outset of what would have been his fiftieth year as superintendent of schools in this city, Louis J. Rundlett was taken ill and his death occurred September 12. Mr. Rundlett was seventy-six years of age; a graduate of Dartmouth College who had devoted his entire professional career to the service of education in his native state.

Author of McGuffey Readers Honored with Granite Memorial

WASHINGTON. — Thousands of persons, including Henry Ford, joined in a pilgrimage recently to pay tribute at a new national shrine—a memorial to Dr. William Holmes McGuffey, author of a series of eclectic readers which revolutionized methods of instruction.

In Little Wheeling Creek Valley of Western Pennsylvania a structure of fourteen tons of granite was dedicated as a lasting memorial to the famous pioneer educator.

The dedication ceremonies took place on the 134th anniversary of his birth, and in the multitude which assembled for the occasion were representatives of prominent educational institutions with which he was identified.

The memorial was established through the efforts of Henry Ford, who with Mrs. Ford was in attendance at the ceremonies.

The memorial was erected on the site of the log homestead of Henry Holmes, grandfather of Dr. McGuffey, in which the famous educator was born.

The principal address was delivered by W. J. Cameron, of Detroit, while the dedicatory address was delivered by Andrew D. Hepburn, of Indianapolis, a great-grandson of the educator.

A Family Affair

Texan Is Grandfather To One Entire School

CANYON, Tex.—J. J. Bauer is the grandfather of every pupil attending the Johnson school in Randall county, which has a total enrollment of thirteen. Two of Bauer's sons, Charlie and Elmer Bauer, and a son-in-law, L. F. Spiser, compose the school board. The pupils are distributed through the first seven grades, but the school, near Happy, Texas, has only one teacher. Bauer, a farmer, also is county commissioner from his precinct.

Favor English

Would Make It Official Language

MANILA, P. I. — Adoption of English as the official language of the Philippine Commonwealth Government was recommended to the constitutional convention here by the unanimous vote of a committee of delegates. Committeemen pointed out that English has been taught in the public schools since the first of the century and was the only language thoroughly diffused through the archipelago. The report noted that Spanish, officially recognized with English, had been relegated to the conversation of polite society.

No Mixing

Sexes Must Be Kept Separated

COUTANCES, Normandy.—"Mixed schools" are not wanted here. By unanimous vote, the City Fathers decided that "male school teachers cannot teach girls their future roles of wife and mother"; also, "children of France are disconcertingly precocious," and to mix the two sexes in public schools exposes them to grave perils.

Too Many Attend College Today Merely For Style, Says Hopkins

HANOVER, N. H. — Too many young men go to college today merely because it is "being done," President Ernest M. Hopkins, of Dartmouth College, said in his convocation address.

He scored the modern undergraduate's lack of appreciation of educational opportunity, and also declared that higher education must plead guilty to the charge of "marked indifference to the interrelation among the parts of our huge social system."

Undergraduate criticism of college procedures has placed too much emphasis upon what the colleges should do for their men, and too little upon what these men should do for themselves, in the opinion of Dartmouth's head. "It is a short step from such attitudes in regard to the relationship of a man to his college to the attitudes of the same man in his relation to government."

"Colleges cannot," declared President Hopkins, "in their official awards of merit remain oblivious to those most likely to influence others by attributes supplementary to pure intellectualism such as variety of interest, breadth of comprehension, and human sympathy. The liberal college argues that the form of education which is most desirable is that which develops its men as a contingent force and gives them such training as will make them available as shock troops to meet any emergency which may arise, rather than train them simply for one single branch of service."

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Brockton's Student Strikers Win Some Minor Concessions

BROCKTON, Mass. — When the Brockton High School bell rang on a recent Monday morning, approximately 1,000 out of over 4,000 enrolled students refused to enter the building in protest over the lengthening of the school day by a half hour and over the alleged failure of school officials to keep an agreement to allow a fifteen-minute study period in each hour.

Anticipating trouble, a detail of seventy-five policemen were on hand and the recalcitrant students were herded into the business district, but after being refused permission to hold a mass meeting they dispersed.

One amusing incident came when two distraught mothers were seen dragging their sons by the back of the neck into the school, 'midst loud booing by striking pupils.

However, the next day, practically all of the striking students returned to class. The School Board had granted the request of the strikers that they be allowed a promised fifteen-minute supervised study period in each hour and agreed to minor changes in the school lunchroom regulations, but refused to withdraw from their stand that the school day close at 1:45 instead of 1:15 p. m.

Schools as Homes

Repatriated Greeks Are Given Shelter

ATHENS, Greece.—Schools emptied by summer vacations were used to house Greek families driven out of Istanbul by the anti-foreigner legislation. The Cabinet set aside about $4,500 for their temporary relief. Most of the refugees gained enough by the sale of their belongings in Turkey to keep them from actual want. Prime Minister Tsaldaris cut short criticism of the Turkish measures by saying: "All countries have the same policy on this matter. These measures were postponed a year by the Turkish Parliament. I hope the number of Greeks expelled from Turkey will be kept at a minimum, but, after all, we do the same thing, don't we?"

Looking Ahead

CARVER, Mass.—Townspeople seem somewhat divided in their opinion of the recent ruling of the School Committee, requiring that new teachers and substitutes hereafter must be unmarried women. This ruling is made in anticipation of vacancies likely to occur.

New Students Cut to 4,700 As Reich Revamps Schooling

BERLIN.—Only 4,000 male and 700 female students who have successfully passed the test of the labor service army will be admitted to the German universities and technical high schools this fall, according to an announcement by the German Student League.

The average number of new students in recent years was 12,000, and in some of the more prosperous post-war years it approached 20,000. The maximum number for any one year, as fixed by the Ministry of Education, is 15,000, of whom 5 per cent may be females.

Under the new regulations governing higher education in Germany every prospective university student must first pass through the labor service army, and on his admission to a university automatically becomes a member of the German Student League, of which Andreas Feickert is the dictatorial leader.

The reduction in the number of new students is in line with the policies of the National Socialist State, which places more emphasis on practical work and seeks to reduce the "intellectual proletariat."

The class entering the universities this fall will be the first to undergo the new and revolutionary schooling methods worked out by the National Socialist authorities.

According to an order issued by Herr Feickert, the new students will live in so-called comradeship homes, will wear a uniform instead of the gay-colored student cap and ribbons and will be subject to discipline by the Student League.

Close upon the announcement of student regimentation came a remarkable resolution adopted by the Koesen League of German Student Corps, representing the most aristocratic dueling student organizations, indicating a growing revolt within the universities.

The resolution demands withdrawal of the order issued by Andreas Feikert, leader of the German Student League, providing that students must live in "comradeship homes," must wear uniforms and must be subject to almost military discipline.

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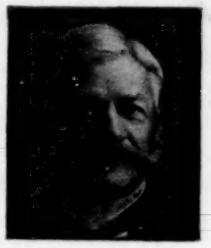

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Teacher's Day

Technician Is No Longer Wanted

WASHINGTON.—The great teacher must replace the technician in the classroom, in the opinion of Dr. Cloyd H. Marvin, president of the George Washington University. He advised his professors: "Ask yourself this question: 'Am I so living that I am consciously developing myself in all phases of my life that students who sit under me say, 'I want to be like that man'?' Unless you are living in this wise you are a technician, not a professor. And technical knowledge and trade techniques are not enough for any classroom, regardless of subject, place, or time. This is increasingly true as the interesting days of the present follow one another." He added that "today's challenge to the teacher is to look as far as possible into the future."

Educated Police

Higher-Ups in Paris Must Hold Degrees

PARIS.—London, with its new police college, is raising the standard of education for its police in a way that at one time never would have been dreamed of and has prompted M. Sarraut, French Minister of the Interior, to adopt the idea. Candidates for the rank of commissaire must, in future, hold a degree in law, letters, science, or medicine, while those for the rank of inspector must at least have passed the baccalaureate (equivalent to matriculation or university entrance examination). After a certain number of nominations have been made, the remaining vacancies will be filled by competitive examinations, written and oral. Successful candidates will be required to undergo a three months' course at the technical police school which is about to come into existence. Afterward there will be nine months' duty under instruction and on probation before confirmation of appointments.

Warden Lawes

Urges Character Education in Schools

OSSINING, N. Y.—It is the prime function of our public school system today to incorporate character education into the schedule of every school, Lewis E. Lawes, warden of Sing Sing prison, declared recently. He said that in teaching character in the public schools it must be done in such a way that the youngster is not aware that emphasis is being placed on the moral aspect of his education. "To a great many of our boys and girls nothing is more likely to cause them to lose interest in education than an obvious attempt to make them into good little boys and sweet little girls. Like all the rest of us, they prefer to take medicine disguised as something for which we have a taste." School, Warden Lawes continued, is the place where children make most of their contacts with other children which are carried over into leisure hours, but the opportunity to inculcate habits which will provide the groundwork of a socially acceptable character has often been overlooked by the teacher.

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Practical School Supply Company
1315 S. Michigan Blvd., Chicago, Ill.

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Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

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D. Appleton-Century Company, New York

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Lyons & Carnahan, New York

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Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

The Problem Box

(Continued from Page 458)

informed or half-informed public is usually found on the wrong side. I would suggest that you appoint a well-selected committee of students (with faculty advisor who is your best publicity member). The committee should have as many students as you desire subcommittees in order that each member may be chairman of one of the subcommittees. You should have the following subcommittees (appointed by the committee itself):—

(1) Committee on General News. This committee will prepare news items for the local press, and also prepare periodically mimeograph sheets which may be sent home with the students. This committee may edit and send to the press student essays which are of merit and special items of research.

(2) Committee on Speakers. It is a very effective form of publicity to have students appear before service clubs, the women's clubs, and the like, make short addresses, and do some entertaining of high order.

(3) A committee on Bulletin Board. This committee will have charge of the items to be posted and will keep the most important and interesting news before the school.

(4) Public Relations Committee. This committee can keep the patrons informed as to programs and events in which the parents should be interested, and should have the students inform their parents the day before the event takes place.

There is also a very special place for the superintendent, the principal and the teachers to keep the public in touch. They should find chances to speak before the various clubs and societies on the work of the schools and especially why changes from old ways are being introduced. Care should be exercised not to become offensive by overdoing.

The Alcove for New Books

Science for Adolescents

THIS CHANGING WORLD (SURVEY OF SCIENCE Series). By Samuel Ralph Powers, Professor of Natural Sciences, Teachers College, Columbia University; Elsie F. Neuner, Supervisor of Elementary Science, New Rochelle, N. Y.; Herbert Bascom Bruner, Professor of Education, Teachers College, Columbia University. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This is the middle book of a three-book series presenting natural science to pupils of junior-high-school age.

The authors have been guided in their choice of subject matter and in other respects by the recommendations of the famous Thirty-First Yearbook of the National Society for the Study of Education, published in 1932. But there are no signs of slavish fettering, for the authors apparently reveled in their opportunity to disclose Nature's secrets (in the limited sense that man has so far uncovered them); reveled also in answering the hundreds of questions which occur to the alert minds of boys and girls as they look around them at the visible universe. Always there is present the thought of what this all has to do with ourselves—our climate, our comfort, our health, our food, and our other more or less vital interests as earth-dwellers.

The text is thoroughly modern in arrangement and teaching techniques. Its illustrations are effective aids to the learner and are an integral part of the book.

Grown-ups and college students may well envy the youngsters the delightful experience of studying such a text.

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Education's Panorama

READINGS IN PUBLIC EDUCATION IN THE UNITED STATES. By Ellwood P. Cubberley. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

A wealth of information about education as it has been conceived, criticized, and manifested from generation to generation in this country, has been compiled by Dr. Cubberley and presented in the form of some 338 quoted statements or excerpts from many original writings.

The reader is permitted to dip into primary reports and records, and thus to see quite vividly the unfolding panorama of American education, with its changing circumstances. The horizon is broad as the nation itself. The material is organized with the skill which marks all of Dr. Cubberley's published works.

The acme of success has been attained in creating an interesting, graphic account of the main events and movements since the beginnings of education in the American Colonies.

The text is frequently interspersed with facsimiles and drawn illustrations. It is a volume for the student or the casual reader.

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The Learning Process

EDUCATIONAL PSYCHOLOGY. By William A. Kelly, Ph. D., Professor of Education, Creighton University, Omaha, Nebraska. New York, Milwaukee, Chicago: The Bruce Publishing Company.

In clear and masterly fashion Dr. Kelly sets forth the underlying principles of psychology as these pertain to the task of education. The work differs from many in its field in the absence of materialistic leanings and in the acceptance of Aristotle and Thomas Aquinas as authorities whose views still retain their soundness under the severity of scientific testing. The bearing of education upon character receives its due share of attention. The author recognizes the fact that learning cannot be made entirely painless and would indeed be a poor preparation for life's difficulties if the element of self-discipline were omitted.

• •

The Child and His Home

THE MODERN FAMILY. By Garry Myers. New York: Greenberg Publisher, Inc. 288 pages.

Like some wise friend who has observed much and thought deeply on the subject of human relations within the family circle, Dr. Myers comes with kindly, intelligent counsel to all who read this newest of his books, "The Modern Family." Dr. Myers describes many of the situations and complications which arise in families, when children arrive and parents, grandparents and others mix into the rearing of the children. He deals with some very commonplace matters and some that may seem trivial. Yet the success or failure of the home often depends upon factors which in themselves are trifles. Dr. Myers devotes an important chapter to the problems which result from re-marriages.

The number of broken homes in America, and the number of mal-adjustment cases among children, might be vastly reduced if all parents were exposed to this thoughtful study.

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Biology Techniques

THE TEACHING OF BIOLOGY. By William E. Cole, Ph.D., Associate Professor of Science Education, University of Tennessee. New York, London: D. Appleton-Century Company, Inc.

Very practical help is extended through this manual to the teacher or prospective teacher of biology, especially in the secondary school. The reader will gain a clearer understanding of the relation of biology to education in general, and of the reasons for presenting biology as a unified science rather than a composite of botany, zoology, entomology, and other broken parts.

But the book does not stop at theory. It goes on into the detailed problems which confront the teacher. It deals with the equipping, arranging, and managing of the laboratory. It evaluates different methods of instruction. It suggests questions and sources. It is, in fact, a veritable compendium of information and assistance for the teacher of this science. And always it is biology as it pertains to man's welfare that is kept uppermost.

The teacher who has become familiar with this book ought certainly to go forward with awakened interest and sharpened purpose to the doing of a better job.

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Pageant of Mankind

STORY OF NATIONS. By Lester B. Rogers, Dean, School of Education, University of Southern California, Fay Adams, Assistant Professor of Education, University of Southern California, and Walker Brown, Vice-Principal of Bancroft Junior High School, Los Angeles. Cloth, 625 pages. New York: Henry Holt and Company.

"Story of Nations" is a noteworthy addition to the growing number of world history texts for young people.

The United States is omitted because by the time this book is studied the pupil has in all probability learned much about his own nation and its past.

A paramount aim of the authors is to reveal the special gifts each nation has made to the common fund of civilization. The story is told in an interesting way and in neighborly spirit. The imperative need of supplanting war with some better means of settling disputes is plainly expressed.

The style is well suited to gain and hold the interest of the modern American youths whose curiosities regarding foreign lands and peoples and their ways have been aroused by newspapers, news reels, books, radio, and conversation with adults.